

### Perspective Specs

This activity uses pairs of spectacles (lenses removed), or cutout shapes of spectacles as prompts for considering the multiple views and perspectives of issues.

Students are asked to view an issue through the spectacles of other stakeholders. For example, they could consider multiple opinions about establishing a new housing area in a regional area, wearing the perspective specs to consider the

situation as viewed from the perspective of the land developer, a conservationist, a member of the local council, a local farmer, a prospective home owner or a business owner in the nearest local township.

Students with like perspectives can meet to share their ideas and students from different groups can meet to discuss different perspectives.

### Pick and Make

This activity can be conducted individually or in small groups depending on the purpose. Write question markers such as the words who, what, when, where, why and how on separate cards. Students select a card and form a question about the inquiry focus that begins with that word. They share and discuss their question with others and develop further questions arising from that question.

**Adaptation:** Students share their questions with others and negotiate to prioritise a list of the most important questions.

### Interview and Share

Individually the students form questions related to the inquiry. They work in pairs and interview each other using their questions to guide the interview, taking notes during the process. The pairs then join with another pair. Each learner introduces her/his partner and shares (paraphrases) what their partner had to say about the topic or focus of inquiry.

While this activity has been included to facilitate the process of finding out information it could be commenced in the Tuning In stage of inquiry and finished in the Sorting Out stage.

### 'Questions, Please!'

Provide students with keywords related to the inquiry. In small groups, they brainstorm questions for each keyword. For example, they might be about to begin an inquiry focusing on communities, based on the concept of interdependence. They provide questions for each one of a set of keywords (such as supply, demand, consumers, needs, wants, employment, organisations, decisions). Students share their questions and select the most important ones for each keyword.

**Adaptation:** Students (individually or in groups) brainstorm and list keywords for the inquiry focus. They share and discuss the words and select the most important ones before continuing the activity as above.